



Briefing report

Education Review Office (ERO): ERO's Long-Term Insights Briefing: Education for all our children – Embracing Diverse Ethnicities: Draft Report and Summary

Date	7 November 2022
Security Level	N/A
ERO Priority	Medium
ERO Reference	M22-65
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee Action sought

**Associate
Minister of
Education**

- a) **Note** the attached draft report and summary: *Education for all our children: Embracing Diverse Ethnicities (LTIB)*.
- b) **Note** ERO will publish this draft report and summary for consultation in mid-November.
- c) **Note** ERO will make the summary available in a variety of languages, and run a series of events and activities to support effective consultation.
- d) **Note** public consultation of the draft report will be open from the week beginning 21 November 2022 to 20 December 2022.
- e) **Note** ERO intends to publish the final report in February 2023.
- f) **Note** the Ministry for Ethnic Communities is sharing this draft report with the Minister for Ethnic Communities.
- g) **Agree** to forward this briefing to the Minister of Education and Associate Ministers.
- h) **Note** ERO will not issue a media release for this draft report.
- i) **Note** that this briefing is recommended for proactive release after the publication of the draft report.



Attachments:

Appendix A: *Education for all our children: Embracing diverse ethnicities – Draft report*
Appendix B: *Report summary*



Comments:

Minister's Office to complete

Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	



Our Ref: M22-65

7 November 2022

Hon Jan Tinetti
Associate Minister of Education (School Operations)

ERO Long-Term Insights Briefing: Education for all our children: Embracing diverse ethnicities

Purpose

1. This briefing provides you with a copy of ERO's draft Long-Term Insights Briefing (LTIB) on the education experiences of learners from ethnic communities and their whānau. This briefing also provides an update on the consultation process and publication plan.

Background

2. In February ERO consulted on the topic and scope of its LTIB [M22-4] and received strong support for the proposed topic of examining how ethnic diversity is changing in New Zealand schools and what are the education experiences of learners and whānau from ethnic communities [M22-28].
3. ERO worked in partnership with the Ministry for Ethnic Communities to understand ethnic communities', learners' and schools' perspectives. In addition to drawing on a wide range of published data, this work has included:
 - Surveys of whānau (1,250 responses), made available in 10 languages.
 - Surveys of learners (558 responses).
 - Surveys of teachers (263 responses).
 - Site visits at eight schools.
 - Seven community hui/focus groups.
 - Interviews with 11 community leaders or submitters.
 - online focus groups with school leaders from eight schools.

Key insights

4. Based on our research ERO has found the following insights:
 - a) **Aotearoa New Zealand is becoming more ethnically diverse, and this change is fast.** It is fastest in urban areas, but diversity is increasing across the country. Learners will be from a wider range of ethnic communities. By 2043, it is expected just over one in four (26 percent) learners will identify as Asian and

around one in 20 (3.6 percent) will identify as Middle-Eastern, Latin-American or African (MELAA). In Auckland more than two in five (43 percent) learners will be Asian.

- b) **Many, but not all, learners from ethnic communities achieve well in education.** Looking at NCEA Level 2 results, Filipino, Indian, Japanese, Vietnamese, and Korean learners all achieve above the national average. However, there are significant differences across ethnic communities, and within all ethnic communities there are learners who are not achieving well.
 - c) **Learners from ethnic communities often do not feel they belong.** Nearly one in five learners reported they frequently feel they do not belong and a third feel lonely at school. Nearly one in five also feel they have to hide their ethnic identity at school or feel excluded from activities because of their ethnic identity.
 - d) **Learners from ethnic communities experience widespread racist bullying, which too often is not taken seriously by their school.** One in five learners have experienced racist bullying in the last month, and over half have seen others being bullied because of their ethnicity. Both whānau and learners report racist bullying needs to be better identified and addressed at school.
 - e) **Whānau from ethnic communities face barriers to engaging with schools.** They attend parent/teacher interviews more than any other activity but find information about their children's learning insufficient or confusing. They are significantly under-represented on School Boards.
 - f) **Many learners from ethnic communities go on to tertiary study, but pathways are confusing and for some, choices are unfairly constrained by teachers' biases.** More than one in four secondary learners report that teachers' recommendations for their course selection are influenced by ethnicity, and only half of secondary learners are fully happy with their subject choices. Both learners and whānau find NCEA confusing.
 - g) **Teachers' understanding of their learners, including their culture, is key to learners' experiences at school, but this needs building.** Whānau and learners are concerned about teachers' lack of cultural knowledge and awareness. Teachers report having limited awareness of learners' cultural and learning needs. More than half of teachers do not feel confident connecting with ethnic communities. Half of the learners from ethnic communities reported having their names mispronounced by their teacher.
5. ERO also identified a range of ways in which schools meet the needs of learners from diverse ethnic communities and their whānau. The report shares examples of ways schools demonstrate that:
- a) School leaders prioritise learners from ethnic communities and commit to supporting, respecting and celebrating their cultures.
 - b) Everyone has high expectations of learners from ethnic communities.
 - c) Teachers understand, value and include learners' culture in their education.
 - d) Teachers learn about and enact culturally responsive teaching and inclusive practices.
 - e) School leaders and teachers connect and partner with whānau and their ethnic communities.

6. Implications for education

We have identified four implications when considering the future of education in Aotearoa New Zealand.

- a) **Every school needs to be able to respond to increased diversity.** Ethnic diversity is increasing across the country – not just in Auckland – and the largest changes are in the school-aged population. This increase in ethnic diversity is reflected in an increase in the diversity of cultural values, and the diversity of languages spoken. Every school needs to be able to meet the needs of learners from ethnic communities.
- b) **Every school will need to be able to tackle racism.** In Aotearoa New Zealand there is more racism than we might think. Every learner from diverse ethnic communities involved in this research has experienced racist bullying, and many experience it regularly. We must do better.
- c) **We need to get better at delivering education for learners from ethnic communities.** We need to understand more about what quality learning experiences and outcomes diverse ethnic communities want. This may include the types and locations of schools, increasing the cultural capability of the current teaching workforce, and developing a more culturally diverse teaching workforce for the future.
- d) **We need education to be good for learners and their whānau from ethnic communities to enable Aotearoa New Zealand to benefit from its increasing ethnic diversity.** Learners and their whānau from diverse ethnic communities have high aspirations for their learning and future pathways, and value maintaining their home languages. Supporting these aspirations, and making Aotearoa New Zealand an attractive place to live for people of diverse ethnicities and cultures, will help us strengthen our education system, workforce, culture and relationships with other countries.

7. Implications for the future

Looking forward governments and the education sector will need to act to ensure learners and whānau from diverse ethnic communities have better learning experiences and outcomes. We will need to:

- a) **Strengthen understanding of diverse ethnic populations and what they want from education.** Ethnic communities have a wide variety of perspectives, values, and priorities for education. We need to strengthen our understanding of these within the education context.
- b) **Develop our thinking on how we meet the needs of learners from ethnic communities in Aotearoa New Zealand.** By deliberately exploring how we navigate differing religions and cultural values, and the intersection between ethnicity, language, culture and identity in Aotearoa New Zealand's education system, we can more effectively plan for the future.
- c) **Recognise racism, understand the impacts and tackle it more effectively.** In some schools, teachers, learners and others continue to allow ignorance, unconscious bias and stereotyping to affect the way they engage with learners from ethnic communities and their whānau. This impacts on learners' experience

of bullying, expectations of them, and options for their future study. Collectively, we need to end racism.

- d) **Proactively build a teaching workforce that is better able to meet the needs of learners from diverse ethnic communities and their whānau.** To ensure learners from ethnic communities have teachers that understand them and meet their learning needs, we need to transform the teaching workforce.
- e) **Harness the opportunities made available by the increasing ethnic diversity in Aotearoa New Zealand.** Increasing ethnic diversity brings with it a wide range of opportunities that could strengthen not only Aotearoa New Zealand's education system but our culture and economic. We need to realise these opportunities.

8. Community consultation

ERO will publish the draft report for consultation in the week beginning 21 November 2022. The invitation for feedback will close 20 December 2022, giving the community 4 weeks to respond to the findings and implications. ERO will:

- a) Publish the report and summary on our website.
 - b) Make the summary available in a range of languages.
 - c) Work with the Ministry for Ethnic Communities to disseminate the report to ethnic community leaders.
 - d) Distribute the report to all participants who have taken part.
 - e) Invite ethnic communities to a series of online or face-to-face feedback opportunities, including a session with young people from ethnic communities.
9. The Ministry for Ethnic Communities, as our partner in this work, will share a copy of the draft report and summary with Minister Radhakrishnan.

Next Steps

- 10. Following community consultation on the draft report, ERO will finalise the report and provide you with a final report in February, prior to presentation to select committee.
- 11. Given their education portfolios, ERO recommends that you forward this briefing to Ministers Davis, Hipkins, and Sio.

Recommendations

12. It is recommended that you:
- a) **Note** the attached draft report and summary: *Education for all our children: Embracing Diverse Ethnicities (LTIB)* **Noted**
 - b) **Note** ERO will publish this draft report and summary for consultation in mid-November. **Noted**
 - c) **Note** ERO will make the summary available in a variety of languages, and run a series of events and activities to support effective consultation. **Noted**

- d) **Note** public consultation of the draft report will be open from the week beginning 21 November 2022 to 20 December 2022. **Noted**
- e) **Note** ERO intends to publish the final report in February 2023. **Noted**
- f) **Note** the Ministry for Ethnic Communities is sharing this draft report with the Minister for Ethnic Communities. **Noted**
- g) **Agree** to forward this briefing to the Minister of Education and Associate Ministers. **Agreed/Disagreed**
- h) **Note** ERO will not issue a media release for this draft report. **Noted**
- i) **Note** that this briefing is recommended for proactive release after the publication of the draft report. **Noted**



Nicholas Pole
Chief Executive

NOTED/APPROVED



Jan Tinetti
Associate Minister of Education (School Operations)

12/11 /2022